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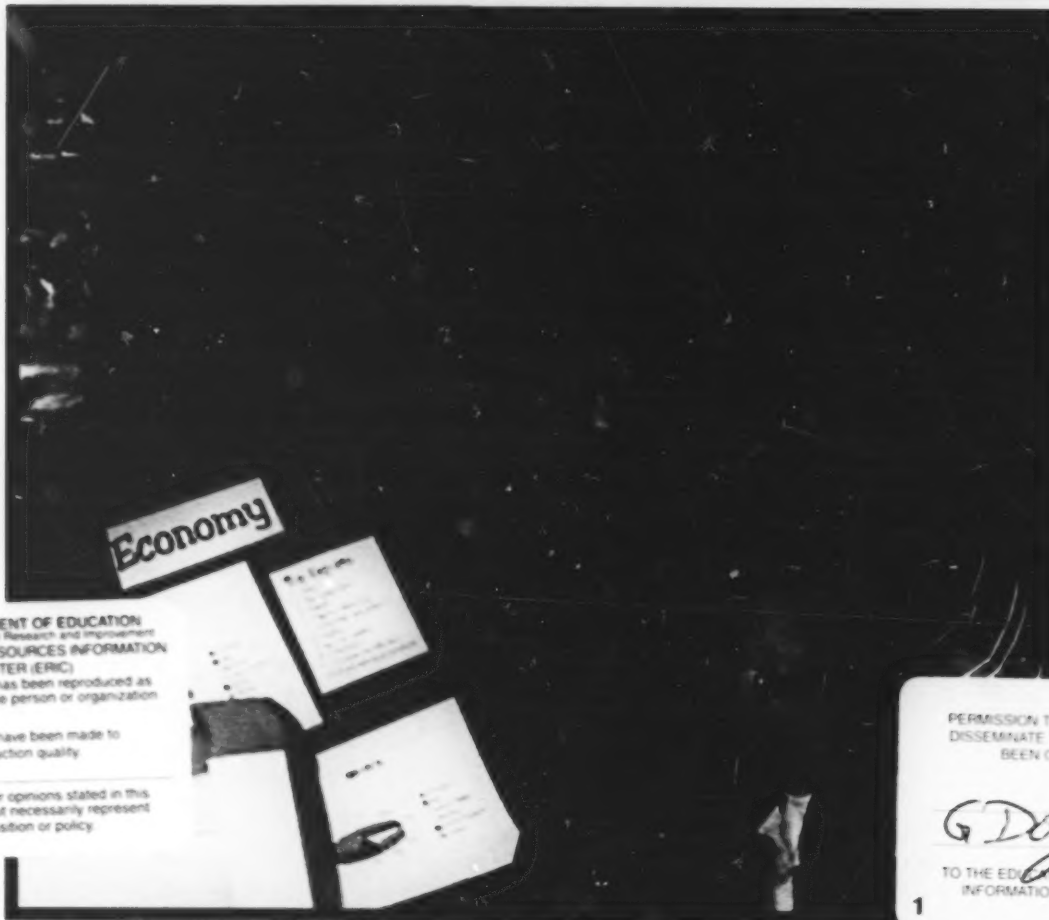
ABSTRACT

This document contains standards for the academic content of the Wisconsin K-12 curriculum in the area of marketing education. Developed by task forces of educators, parents, board of education members, and employers and employees, the standards cover content, performance, and proficiency areas. The first part of the guide is an introduction that defines the academic standards, explains how and why they were developed, and suggests ways teachers can use the standards, relate them to all students, and apply them across the curriculum. It is followed by an overview of marketing education and the standards for the following topics: entrepreneurship, free enterprise, global marketing, marketing functions, critical thinking, marketing applications, lifework development, marketing technology, and organizational leadership. Standards for each topic are organized into the skills and knowledge students should be able to demonstrate by the end of grades 4, 8, and 12. A glossary defines 13 terms. (KC)

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WISCONSIN'S MODEL ACADEMIC STANDARDS FOR

Marketing Education



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A Letter From the State Superintendent

To the Citizens of Wisconsin:

Wisconsin has long been a model for other states in terms of education quality. However, the world is rapidly becoming a more complex place. As a result, we must expect greater academic achievement from our children today if they are to be adequately prepared for the challenges of tomorrow.

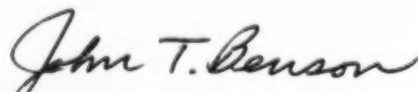
The only way to ensure that Wisconsin's students have the skills and abilities to be successful in this rapidly changing technological world is to set clear, high academic standards that describe precisely what today's students must learn and be able to do in order to be successful in their adult lives. This is why we focused our efforts over the past two years creating model academic standards in all subject areas. While Wisconsin's Model Academic Standards do demand more of our students, we are confident that our students are equal to the task.

These model academic standards represent the work of a task force made up of people from diverse backgrounds. Educators, parents, and business people produced the academic content and performance standards in this document. Drafts were subjected to public engagement in which many additional people offered input.

It must be stressed that these standards are not intended to limit local districts. Instead they are a model to be met or exceeded. Our hope is that the standards will shape teaching and learning in Wisconsin's more than 2000 school buildings. The standards will define the criteria by which one can judge the quality of education programs. While many schools already have clearly defined high academic standards, many others may wish to review and perhaps change their learning goals and teaching methods.

Standards logically provide the foundation for testing; and, testing results are a critical barometer of both student and teacher success. Local tests that are well-aligned to the standards are a clear indicator of students' preparation for future education, civic responsibility, and meaningful employment.

In closing, I want to commend the members of the task force who gave freely of their time to produce the standards in this document. Finally, the citizens of Wisconsin must be thanked for devoting their time and effort to the development of the final draft of Wisconsin's Model Academic Standards.



John T. Benson
State Superintendent

Acknowledgments

Wisconsin's Model Academic Standards for Marketing Education Task Force accomplished its work through writing teams in each of the content areas. They furthered the advancement of the marketing education profession, and they will continue to have a long term impact on Wisconsin's students and teachers. These standards attempt to reflect consensus and the best scholarship in the discipline of marketing. In addition, their employing agencies generously granted them time to work on this initiative. The task force members are

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The expertise of educational professionals throughout the agency helped to make this document a reality. Integration and application of the standards from other subject areas are used extensively throughout Wisconsin's Model Academic Standards for Marketing. The cooperation and guidance provided by many agency staff are very much appreciated.

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Introduction

Defining the Academic Standards

What are academic standards? Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to *what* students should know and be able to do.
- Performance standards tell *how* students will show that they are meeting a standard.
- Proficiency standards indicate *how well* students must perform.

Why are academic standards necessary? Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

Why are state-level academic standards important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality education programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

Why does Wisconsin need its own academic standards? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

Developing the Academic Standards

Who wrote the academic standards and what resources were used? Academic standards for the non-state-assessed subjects were drafted by task forces appointed by the state superintendent. The task forces consisted of educators, parents, board of education members, and business and industry people. After reviewing national standards in the subject area, standards from other states, and standards from local Wisconsin school districts, each task force diligently and thoughtfully composed the academic standards for its respective subject.

How was the public involved in the standards process? Public input is crucial to the success of implementing high-quality standards. It was absolutely essential that the final academic standards reflect the values of Wisconsin's citizens.

Forums, focus groups, and input on the discussion drafts of the academic standards were used for getting citizens' ideas. Drafts of the standards were widely available throughout the state—including the DPI home page available on the Internet. All input received serious consideration.

Using the Academic Standards

Must a district adopt Wisconsin's Model Academic Standards? Adopting Wisconsin's Model Academic Standards is voluntary, not mandatory. By law, however, districts must have academic standards in place by August 1, 1998, in reading and writing, geography and history, mathematics, and science. Districts may adopt the model state standards, or standards from other sources, or develop their own standards. Although not required by law to have standards in the other subjects, districts may choose to adopt or develop academic standards in those areas as well.

How will local districts use the academic standards? Districts may use the academic standards as guides for developing local grade-by-grade curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

Do academic standards in the vocational areas mean that districts need to offer electives in these subjects at the elementary and middle school levels? Most subjects are developmental—they build upon previously learned knowledge and skills. In addition, subjects include knowledge and skills that are of great value to all students regardless of their future life and career plans.

The model academic content and performance standards developed for the vocational areas include subject matter that all students should learn. In many cases, students are already learning these in elementary and middle school. The academic standards for vocational areas are a means to assist teachers in knowing if they are meeting the needs of students by preparing them for future opportunities.

With the academic standards in vocational areas at the fourth and eighth grade levels, it is not expected new elective courses will need to be instituted. Current middle and high school vocational teachers are encouraged to work with elementary and middle school teachers from other subject areas to connect curriculum experiences.

Why do some of the subjects also benchmark for "emphasis students" as well as for grades 4, 8, and 12? Most subjects include knowledge and skills that are of great value to all students. Identified knowledge and skills should be part of the performance standards for all students. In addition, some vocational subjects include more in-depth knowledge and skills that are necessary for specific applications. Students should be able to pursue courses requiring in-depth knowledge and skills that are consistent with their life and career plans. The standards directed at "emphasis students" address a much higher level of performance in that subject.

How do DPI skill standards fit with the academic standards currently being developed? Academic content, performance, and proficiency standards focus on expectations about what all students should know and be able to do, how they will show that they have met the standards, and at what level or quality of performance.

Skill standards include content from multiple disciplines and define what productive workers in an occupational cluster or industry sector need to know and be able to do.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

What is the link between statewide academic standards and statewide testing? Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of state-

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wide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

Relating the Academic Standards to All Students

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student's developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with disabilities, LEP, and accelerated needs consistent with all other students.

Academic standards may serve as the foundation for individualized programming decisions for students with disabilities, LEP, and accelerated needs. While the vast majority of students with disabilities and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with disabilities, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

Applying the Academic Standards Across the Curriculum

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem-solving, and decision-making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of educated persons.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

- | | |
|---|--|
| <p>1) Application of the Basics</p> <p>2) Ability to Think</p> <ul style="list-style-type: none">— Problem-solving— Informed decision-making— Systems thinking— Critical, creative, and analytical thinking— Imagining places, times, and situations different from one's own— Developing and testing a hypothesis— Transferring learning to new situations | <p>3) Skill in Communication</p> <ul style="list-style-type: none">— Constructing and defending an argument— Working effectively in groups— Communicating plans and processes for reaching goals— Receiving and acting on instructions, plans, and models— Communicating with a variety of tools and skills |
|---|--|

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4) Production of Quality Work

- Acquiring and using information
- Creating quality products and performances
- Revising products and performances
- Developing and pursuing positive goals

5) Connections with Community

- Recognizing and acting on responsibilities as a citizen
- Preparing for work and lifelong learning
- Contributing to the aesthetic and cultural life of the community
- Seeing oneself and one's community within the state, nation, and world
- Contributing and adapting to scientific and technological change

Overview of Marketing Education

Marketing education should be like marketing itself: dynamic, ever-new, and ever-changing. Today marketing is riding a wave of popularity in our economy. The evidence is everywhere. You'll find position announcements in newspapers, on the Internet, and through career placement services that are dominated by the demand for marketers. Companies that have jobs not directly defined as marketing positions are often seeking people who have marketing skills and attitudes. Government agencies are forecasting marketing jobs at or near the top of categories projected to have the greatest growth potential.

Because of marketing's increased recognition and importance, marketing must assume more responsibility for the successful operation of business. Marketers are regularly involved in major decisions affecting an organization's future. Marketing is taking on an importance that will allow it to shape the American economy. With this greater responsibility and impact comes the need to analyze and prepare for the future, a need that cannot be taken lightly by those currently involved in marketing, those preparing for marketing careers, or those responsible for preparing marketers for the future.

Marketing and Marketing Education Defined

What does the word marketing mean? When asked this question, most of the general public will respond that it is advertising, selling, or public relations. Few will respond that marketing involves consumer analysis, marketing research, product development, buying and pricing, distribution or mutual exchange—but it does! Marketing is a comprehensive and coordinated system of business activities designed to provide products, service, and ideas that satisfy the needs and wants of consumers.

The American Marketing Association (AMA), an international association of individuals who practice, study, and teach marketing, characterizes marketing this way:

Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.

Today when we speak of marketing, we include the activities of for-profit businesses, government, not-for-profit organizations, institutions, and individuals. We market not only goods, but also ideas, causes, places, services, performances, groups, and people.

Marketing education provides insight, knowledge, and skills in the processes and procedures of product, service, and idea exchanges in a democratic free enterprise system. Marketing is the activity that makes business work. Marketing education is the title used to describe the study of economic and occupational activities that occur between the creation of products and services and the consumption of those products and services by the ultimate consumer or their utilization by businesses or institutions.

The Functions of Marketing

The objective of marketing is to create voluntary exchanges between two or more parties who provide something of value to each other. Marketing consists of nine basic functions: buying, pricing, selling, distribution, promotion, product/service planning, financing, risk management, and securing marketing information. These functions represent the major content of the marketing education curriculum. (See *Glossary of Terms* for definitions.) It is taught by, and in cooperation with, marketing education professionals in our schools. Continuing economic, technological, and social changes require organizations to constantly modify their approach to marketing in order to effect successful exchanges. Each function represents part of a coordinated and complicated system of related activities.

The Integration and Application of Marketing

Education for marketing requires the application of mathematics, communications, psychology, economics, technology, and specific product and service knowledge in conjunction with human resource skills in problem-solving, decision-making, conflict resolution, group work, and goal-setting within the context of a marketing activity. All students in a democratic society need to understand the processes and procedures involved with marketing. Those planning to enter a career in marketing need in-depth instruction on the foundations and functions of marketing.

Preparation for Change

The content of these standards reflects the shift in technological advances in an information society. Modern marketing techniques and practices require the understanding and application of these changes. Students will be entering a complex global economy that they should be able to participate in fully and effectively. Developing critical thinking skills is essential for a person to be an involved and productive member of society. Creative problem-solving is especially important in a marketing environment. The standards reflect the need for recognizing and responding to the changes in our daily environment.

PERFORMANCE STANDARDS

▶ BY THE END OF GRADE 4 STUDENTS WILL:

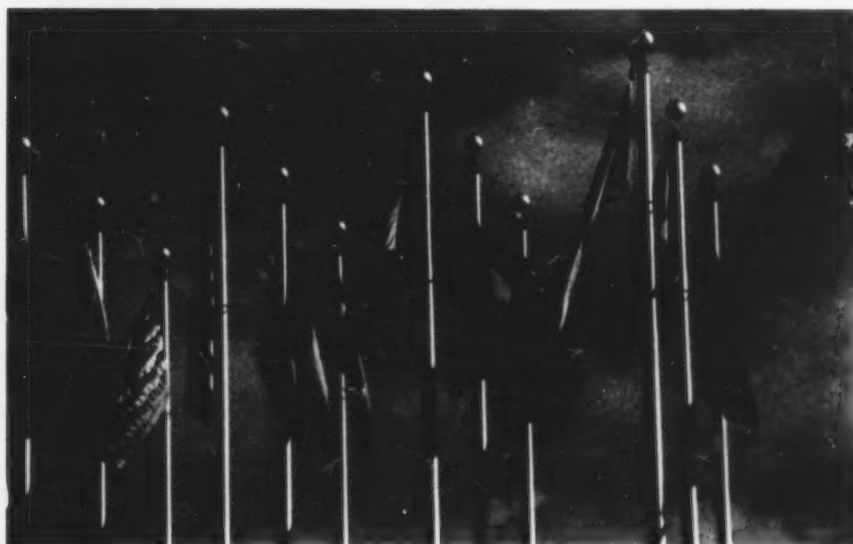
A. ENTREPRENEURSHIP

CONTENT STANDARD

Students in Wisconsin will assess the essential role of entrepreneurship ventures within the free enterprise system.

Rationale: Small business is the lifeblood of our economy. Research, breakthrough thinking, idea generation, processes, and relationships are the elements entrepreneurs bring to the marketplace. Students need to learn and explore the challenges that are inherent in beginning a new business or maintaining an existing business. Entrepreneurs embody the marketing concepts in creating goods, services, or ideas for consumers. Entrepreneurship begins with forming the attitudes and unique talents associated with that of a risk-taker.

- A.4.1 Define entrepreneurship
- A.4.2 Identify entrepreneurs and the role they play in the community, Wisconsin, United States, and the world (see *Social Studies [SS] B.4.1, B.4.3, B.4.7, E.4.12*)
- A.4.3 Participate in an entrepreneurial venture; e.g., school-based business (see *SS D.4.1, D.4.2, D.4.4; Language Arts [LA] E.4.3*)
- A.4.4 Identify economic factors of production; e.g., land, labor, capital, management (see *SS D.4.2, D.4.6*)



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**► BY THE END OF GRADE 8
STUDENTS WILL:**

- A.8.1 Define characteristics of successful entrepreneurs (see SS D.8.2, D.8.8, D.8.10)
- A.8.2 Explain the role and significance of the contributions made by entrepreneurs, including men and women of different ethnic and nationality groups (see SS B.8.1, D.8.10)
- A.8.3 Analyze the responsibilities and tasks of an entrepreneur (see SS D.8.2)
- A.8.4 Explain the advantages and disadvantages of being an entrepreneur (see SS D.8.2, D.8.8)
- A.8.5 Identify ways an entrepreneur could raise capital for a venture (see SS D.8.8)
- A.8.6 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive (see SS D.8.8)

**► BY THE END OF GRADE 12
STUDENTS WILL:**

- A.12.1 Discuss and give examples of entrepreneurs who make contributions to the local, state, national, and global economy (see SS D.12.3)
- A.12.2 Identify common traits, beliefs, and attitudes associated with entrepreneurs
- A.12.3 Compare and contrast various forms of business ownership (see SS D.12.7)
- A.12.4 Analyze the key roles of entrepreneurs in creating jobs in our economic system
- A.12.5 Outline factors associated with business failures and success
- A.12.6 Identify skills futurists believe will be necessary for future business occupations (see LA F.12.1)



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► MARKETING EDUCATION STUDENTS WILL:

- A.ME.1 Create a business plan (see LA F.12.1)
- A.ME.2 Present and defend a business plan to a potential investor (see LA C.12.1)
- A.ME.3 Operate an entrepreneurial venture; e.g., school-based enterprises; such as, a store, senior project, school store (see LA F.12.1)
- A.ME.4 Critique field trips, interviews, and guest speaker presentations from local entrepreneurs
- A.ME.5 Identify and locate local, state, and federal sources of assistance for entrepreneurs
- A.ME.6 Develop marketing strategies related to entrepreneurial ventures

B. FREE ENTERPRISE

CONTENT STANDARD

Students in Wisconsin will demonstrate knowledge of the role of marketing within a free enterprise system.

Rationale: In an effort to develop a competitive edge in the global economy, students must have the knowledge, skills, and attitudes that allow them to fully understand marketing within our free enterprise system. The marketing functions are the main components connecting producers to consumers and allow an entrepreneur to be successful in our free enterprise system.

PERFORMANCE STANDARDS

► BY THE END OF GRADE 4 STUDENTS WILL:

- B.4.1 Define free enterprise (see SS B.4.5, D.4.2)
- B.4.2 Identify the economic roles of various institutions, including households, businesses, and government (see SS D.4.6, E.4.5)
- B.4.3 Explain how business and industry depend upon skilled workers to make production more efficient (see SS D.4.4)



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► **BY THE END OF GRADE 8
STUDENTS WILL:**

- B.8.1 Explain consumer choice in a free enterprise system (see SS C.8.1, D.8.1, D.8.5, D.8.10, D.8.11)
- B.8.2 Identify and explain individual opportunities in a free enterprise system (see D.8.5, D.8.10, D.8.11)
- B.8.3 Identify and explain basic economic concepts: supply; demand; production; exchange and consumption; labor wages and capital; inflation and deflation; market economy and command economy; and, public and private goods and services (see SS D.8.2)
- B.8.4 Contrast various global economic systems (see LA F.8.1; SS D.8.10, D.8.11)
- B.8.5 Describe Wisconsin's role in domestic and global economies, giving examples of local economic activities in national and global markets (see SS D.8.3)

► **BY THE END OF GRADE 12
STUDENTS WILL:**

- B.12.1 Discuss the impact of technology on consumers and businesses (see LA C.12.3; SS D.12.4)
- B.12.2 Explain economic concepts that affect consumers and businesses in a free enterprise system (see SS A.12.8, D.12.6, D.12.10)
- B.12.3 Analyze the impact of government in a free enterprise system (see SS D.12.5, D.12.11)
- B.12.4 Evaluate and give examples of the interactive nature of the global marketplace (see SS D.12.7, D.12.8, D.12.13)
- B.12.5 Identify and analyze significant economic benefits, challenges, and solutions to problems related to our free enterprise system (see SS D.12.10, D.12.12)
- B.12.6 Describe the evolution of movements to assert the rights of consumers and businesses in our system (see SS D.12.12)



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► **MARKETING EDUCATION STUDENTS WILL:**

- B.ME.1 Contrast ways of organizing and operating a business in a free enterprise system (see SS D.12.7, D.12.9, D.12.10, E.12.17)
- B.ME.2 Analyze the interaction of supply and demand to determine price in a free enterprise system (see SS D.12.2, D.12.10, D.12.11)
- B.ME.3 Describe and give examples of the ways in which economic conditions and trends, both domestic and global, affect marketing (see SS A.12.5, D.12.4, D.12.6, D.12.7)

C. GLOBAL MARKETING

CONTENT STANDARD

Students in Wisconsin will be able to apply marketing concepts and practices in a global economy.

Rationale: The advancement of communication and transportation has created an awareness of the interdependence among global economies. Interdependence between nations has created the need to market products, services, and ideas effectively to countries/cultures throughout the world. Marketing students need the fundamental skills and knowledge to allow them to interact comfortably, productively, and responsibly with various countries and cultures around the world.

PERFORMANCE STANDARDS

► BY THE END OF GRADE 4 STUDENTS WILL:

- C.4.1 Explain their family's origin and culture and its affect on the products they buy/use; e.g., family celebrations, medicines, free time, etc. (see SS E.4.13)
- C.4.2 Identify products made inside and outside of the United States (see SS D.4.3)
- C.4.3 Describe ways that ethnic cultures influence us (see SS A.4.4, E.4.3, E.4.14)
- C.4.4 Identify connections between the local community and other places in Wisconsin, the United States, and the world (see SS A.4.4, A.4.7, D.4.3, E.4.13, E.4.15)
- C.4.5 Describe examples of interdependence among individuals, groups, and nations (see SS A.4.4, B.4.9)



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**► BY THE END OF GRADE 8
STUDENTS WILL:**

- C.8.1 Identify unique marketing practices in social and cultural segments of one's own community, state, and region (see LA F.8.1; SS D.8.2)
- C.8.2 Analyze product resources as they relate to finished goods (see SS A.8.7, D.8.7)
- C.8.3 Describe the movement of people, ideas, and products throughout the world (see Science [SC] B.8.2; SS A.8.8, A.8.11, D.8.2)
- C.8.4 Analyze the role of the United States and Wisconsin in international business (see LA F.8.1; SS D.8.3)

**► BY THE END OF GRADE 12
STUDENTS WILL:**

- C.12.1 Discuss political, financial, and legal issues that affect and impact the nature of doing business globally (see SS D.12.3, D.12.4, D.12.6)
- C.12.2 Present a point of view on the concept of global interdependence (see SS D.12.4, D.12.6; LA F.12.1)
- C.12.3 Evaluate current global events as they impact business and society (see SS D.12.4, D.12.6)
- C.12.4 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world (see SS A.12.7)
- C.12.5 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade (see SS D.12.8, D.12.10, D.12.13)



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► MARKETING EDUCATION STUDENTS WILL:

- C.ME.1 Analyze political opportunities and challenges that affect global marketing efforts drawing from geography, international current events, or cultural controversies in a specific part of the world (see SS D.12.3, E.12.11)
- C.ME.2 Identify and analyze cultural factors; such as, human needs, values, ideals, and public policies that affect global marketing (see SS D.12.7, D.12.10)
- C.ME.3 Compare distribution systems and how they function in different types of economies (see SS D.12.7, D.12.10)
- C.ME.4 Describe the purpose and effects of various national and international laws that impact conducting business globally (see SS D.12.14)

D. MARKETING FUNCTIONS

CONTENT STANDARD

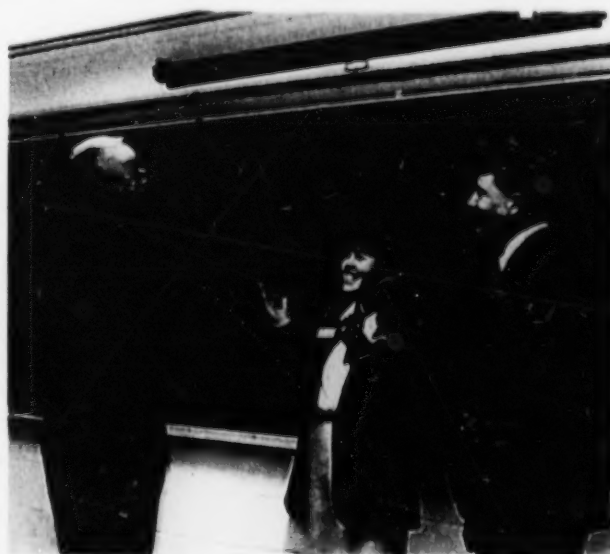
Students in Wisconsin will know and apply the functions of marketing—distribution, financing, product/service planning, marketing information management, pricing, promotion, buying, risk management, and selling.

Rationale: Marketing is the activity that makes business work. Marketing involves activities from the identification of needed goods and services through execution of the development concept to the delivery of the product, as well as pricing, promotion, distribution, and the creation of exchanges that satisfy individual and organizational goals. Marketing activities touch the lives of people on a daily basis as family members, consumers, and workers. Marketing occupations are found in every segment of our economy. Many employees, up to one third of all workers, perform marketing functions as an integral part of their employment.

PERFORMANCE STANDARDS

► BY THE END OF GRADE 4 STUDENTS WILL:

- D.4.1 Define marketing and the role it plays in our daily lives (see SS D.4.1, D.4.5, D.4.7)
- D.4.2 Give examples of the many ways children are consumers (see SS D.4.1, D.4.5, D.4.7)
- D.4.3 Illustrate the role of marketing in consumer choice (see SS D.4.1, D.4.2)
- D.4.4 Develop a product or service appropriate to a target audience (see LA E.4.3)
- D.4.5 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living (see SS E.4.3)
- D.4.6 Explain the many ways that products get from producer to consumer



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► BY THE END OF GRADE 8 STUDENTS WILL:

- D.8.1 Define the importance of marketing related to consumer choice (*see SS D.8.2, D.8.10*)
- D.8.2 Describe different types and purposes of promotion (*see LA E.8.2*)
- D.8.3 Contrast different types of positive and negative promotions (*see LA E.8.2, E.8.4*)
- D.8.4 Explain the difference between a buyer and a supplier/vendor
- D.8.5 Give examples to show how media may influence the behavior and decision-making of individuals and groups (*see LA E.8.4; SS E.8.8*)
- D.8.6 Explain the significance of marketing in the United States economy (*see SS D.8.2, D.8.3, D.8.5, D.8.11*)
- D.8.7 Illustrate how different products and services meet the needs of consumers

► BY THE END OF GRADE 12 STUDENTS WILL:

- D.12.1 Determine the need for and availability of financial resources to fund business activities
- D.12.2 Analyze a product's life cycle
- D.12.3 Explain different points of view on a business-related event using data gathered from various sources; such as, letters, journals, diaries, newspapers, government documents, and speeches (*see LA F.12.1*)
- D.12.4 Use research procedures and skills to develop an informed position on a consumer- or business-related issue (*see SS E.12.14; LA F.12.1; Math [MA] E.12.1*)
- D.12.5 Identify the skills needed to work effectively alone, in groups, and in institutions (*see SS E.12.15*)
- D.12.6 Use scientific methods to assess the influence of media on people's behavior and decisions (*see SS E.12.7*)
- D.12.7 Describe the role of selling in a free market economy



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► MARKETING EDUCATION STUDENTS WILL:

- D.ME.1 Explain and defend the significance of marketing in the United States economy and in business operations
- D.ME.2 Determine and select appropriate channels of distribution for a product or service line
- D.ME.3 Determine the role of finance and credit in the operation of a business
- D.ME.4 Determine the need for and develop different types of marketing research
- D.ME.5 Analyze and establish pricing strategies for a product and/or service line
- D.ME.6 Research and analyze the life cycle for a product, service, or business
- D.ME.7 Develop and present a promotional plan for a project, service, or business
- D.ME.8 Develop buying strategies for a product or service
- D.ME.9 Analyze systematic and market-driven purchasing practices
- D.ME.10 Develop and present a comprehensive risk management plan for a business
- D.ME.11 Demonstrate and evaluate professional selling techniques
- D.ME.12 Describe criteria for ethical marketing practices
- D.ME.13 Develop and defend a marketing plan

E. CRITICAL-THINKING

CONTENT STANDARD

Students in Wisconsin will develop problem-solving skills that involve critical and creative thinking.

Rationale: Critical and creative thinking are processes essential for a person to be an involved and productive member of society. It is especially important in a marketing environment. Students can use these skills to investigate, process, organize, and reach conclusions regarding complex issues in the world of work and life. Students who develop these skills are able to problem solve using a more systematic and creative approach.

PERFORMANCE STANDARDS

► BY THE END OF GRADE 4 STUDENTS WILL:

- E.4.1 Give examples that show how the problem-solving process works (see SC A.4.2, A.4.3; MA A.4.1)
- E.4.2 Explain when problem-solving could or should be used (see SC C.4.2; MA E.4.1)
- E.4.3 Identify a specific problem or concern and evaluate it (see SC C.4.3, C.4.5, C.4.7, H.4.4; MA A.4.3; LA E.4.1)



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► **BY THE END OF GRADE 8
STUDENTS WILL:**

- E.8.1 Analyze the parts of the problem-solving process
- E.8.2 Apply problem-solving skills to a current issue or concern (see MA E.8.1, E.8.2; SC B.8.4, B.8.6)
- gather and interpret information about the concern
 - form sound conclusions about what should be done in the situation
 - give reasons to support conclusions
 - evaluate the evidence and reasons used in forming conclusions

► **BY THE END OF GRADE 12
STUDENTS WILL:**

- E.12.1 Apply problem-solving skills to investigate concerns that are of a personal interest (see MA A.12.1, E.12.1; LA F.12.1)
- identify a concern
 - gather primary and secondary data for use in market research
 - examine and interpret data critically
 - examine probable consequences and evaluate risks of each potential conclusion
 - give reasons to support conclusions as needed
- E.12.2 Review findings with various groups of peers at each stage of the critical-thinking process (see MA A.12.1)
- E.12.3 Record personal thoughts about what was learned from the critical-thinking experience (see LA B.12.3)



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► **MARKETING EDUCATION STUDENTS WILL:**

- E.ME.1 Apply problem-solving skills to investigate marketing concerns (see MA A.12.1, E.12.1; LA F.12.1)
- identify a major marketing-related concern
 - gather primary and secondary data for use in market research
 - examine and interpret data critically
 - examine probable consequences and evaluate risks of each potential conclusion
 - give reasons to support conclusions about probable plan of action
 - evaluate the evidence and conclusions as needed
- E.ME.2 Review findings with various groups of peers at each stage of the process (see LA F.12)
- E.ME.3 Record personal thoughts about what was learned from the experience

F. MARKETING APPLICATIONS

CONTENT STANDARD

Students in Wisconsin will experience, know, and apply marketing activities in specific fields of marketing.

Rationale: Marketing is an essential function of every business. Understanding business organization and how products and services are marketed by all types of organizations are essential skills for a student to possess. Participation in work-based and school-based enterprises that provides real-life application of marketing prepares students for a successful transition to work or school.

PERFORMANCE STANDARDS

► BY THE END OF GRADE 4 STUDENTS WILL:

- E.4.1 Define and understand the marketing process (see SS E.4.5)
- E.4.2 Distinguish between businesses that sell products and those that offer services (see SS D.4.5)
- E.4.3 Identify ways in which marketing can help businesses and consumers (see SS A.4.8, D.4.1; SC H.4.1)
- E.4.4 Define ethics and apply to marketing-related applications



**► BY THE END OF GRADE 8
STUDENTS WILL:**

- F.8.1 Describe the interdependent activities of a business; e.g., marketing, finance, operations, human resources, etc. (see SS D.12.9, D.12.10, D.12.11)
- F.8.2 Describe the interrelationship of production, distribution, and consumption (see LA F.12.1; MA E.12.1)
- F.8.3 Report on marketing functions observed during field trips, job shadowing, or through presentations by guest speakers (see LA F.8.1)
- F.8.4 Operate a business or a business simulation as a classroom project (see SS D.12.2, D.12.9)

**► BY THE END OF GRADE 12
STUDENTS WILL:**

- F.12.1 Define marketing and explain its key role in business enterprises (see SS D.12.2)
- F.12.2 Conduct a project in the community that benefits a business using established research practices (see LA F.12.1; MA E.12.1)
- F.12.3 Present the results of a marketing project to a variety of audiences (see LA F.12.1)
- F.12.4 Analyze foreign market opportunities for a specific, local company
- F.12.5 Analyze ethical decisions related to marketing practices



► MARKETING EDUCATION STUDENTS WILL:

- F.ME.1 Use research procedures and skills to develop an informed position on a marketing-related issue (see SS D.12.2; LA B.12.1, F.12.1)
- F.ME.2 Demonstrate ability to perform successfully in a workplace setting as a paid employee in a marketing position
- F.ME.3 Critique the significance of the nine marketing functions (see Glossary of Terms) and their role in satisfying customer's needs
- F.ME.4 Conduct a research project for a local company to solve a marketing problem (see LA F.12.1; MA E.12.1)
- F.ME.5 Apply on-the-job experiences and knowledge to classroom projects and activities
- F.ME.6 Form a business (partnership or corporation) to produce, distribute, promote, and sell a product, service, or idea (see LA F.12.1)
- F.ME.7 Apply ethical behavior to marketing applications

G. LIFEWORK DEVELOPMENT

CONTENT STANDARD

Students in Wisconsin will explore, analyze, and define where their talents, traits, and abilities can best be applied, given their interests within the broad range of occupational and educational options.

Rationale: Exploring and investigating lifework options is a continuous process. Pursuing employment that is both challenging and rewarding requires awareness of talents, abilities, and interests and understanding the diversity of options where these talents, abilities, and interests can best be applied. The importance of knowing where one is headed requires appropriate planning and experiences to ensure proper growth and development toward full potential as a worker, family member, and citizen in a democratic system.

PERFORMANCE STANDARDS

► BY THE END OF GRADE 4 STUDENTS WILL:

- G.4.1 Describe the role and importance of work in a free enterprise system (see SS C.4.1, E.4.3)
- G.4.2 Describe the four broad types of work (human, enterprise, technology, invention—see Glossary of Terms for definitions) and give examples of opportunities or roles that interest them (see SS E.4.2; SC G.4.2)
- G.4.3 Use adult role models and other resources to learn about problem-solving as it relates to work in each of the four broad types of work (see SS E.4.1)
- G.4.4 Describe how people work together to accomplish tasks in the family, school, work, or community settings (see SS C.4.3, C.4.6, E.4.1, E.4.2, E.4.3)
- G.4.5 Describe how diversity, inclusiveness, and fairness affect family and work (see SS C.4.1, E.4.6, E.4.7, E.4.8, E.4.9)



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► **BY THE END OF GRADE 8
STUDENTS WILL:**

- G.8.1 Demonstrate how to acquire and use relevant resources to explore choices in education and work (see LA D.8.2; SC G.8.1)
- G.8.2 Describe personal and academic strengths to areas of work within each of the four types of work (human, enterprise, technology, invention) (see SC G.8.2)
- G.8.3 Identify personal and academic strengths, relating them to potential education and occupation options in the area of marketing
- G.8.4 Describe what additional potential areas of work need to be explored in order to have an adequate base of information for education decision-making

► **BY THE END OF GRADE 12
STUDENTS WILL:**

- G.12.1 Describe the lifework decision-making process and create an education plan that maximizes their individual lifework opportunities
- G.12.2 Use an array of relevant resources to design an education and occupation plan to achieve their goals
- G.12.3 Explain the use of a lifework portfolio in facilitating education and occupation development
- G.12.4 Identify the different styles of authority in work settings and demonstrate methods of responding to different styles
- G.12.5 Explain how career interest inventory results verify, support, or reinforce the lifework goal selected
- G.12.6 Explain how attitudes and personal attributes affect decisions for future education and employment (see SS E.12.2)
- G.12.7 Develop a lifework development plan consistent with talents, abilities, and interests, and education and occupation options (see SS E.12.2)



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► **MARKETING EDUCATION STUDENTS WILL:**

- G.ME.1 Apply work-based skills and knowledge to potential jobs and the changing activities in marketing (see SS E.12.15)
- G.ME.2 Analyze work-based experiences in marketing and interpret how these experiences influence education and occupation options
- G.ME.3 Demonstrate knowledge of change in the field of marketing and describe how to adapt to new marketing technology and changing requirements in the marketing workplace (see LA F.12.1)

H. MARKETING TECHNOLOGY

CONTENT STANDARD

Students in Wisconsin will apply appropriate technology that assists in marketing-related processes.

Rationale: Marketing is both an art and a science that uses technology to create and enhance its many applications. Students will learn to select and use technology processes appropriate for a variety of marketing operations and apply the best technology process for decision-making. By understanding and using technology, students will make a smooth transition from school to work.

PERFORMANCE STANDARDS

► **BY THE END OF GRADE 4 STUDENTS WILL:**

- H.4.1 Identify technology that affects their daily lives (see SC G.4.1, H.4.3)
- H.4.2 Identify uses of technology in business and consumer activities (see SS A.4.9, SC G.4.3, H.4.2)
- H.4.3 Compare past, present, and future technologies (see SS B.4.1, B.4.8; SC G.4.2)



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► **BY THE END OF GRADE 8
STUDENTS WILL:**

- H.8.1 Describe uses of technology in consumer and business activities (*see LA E.8.1*)
- H.8.2 Access information using appropriate technologies (*see LA E.8.1*)
- H.8.3 Use appropriate technologies to assist in research activities (*see LA E.8.1, F.8.1*)
- H.8.4 Examine databases and spreadsheets and describe how they can be used by consumers and businesses (*see LA E.8.1; SC B.8.4; MA E.8.1, E.8.4*)
- H.8.5 Describe how investments in new technology affect standard of living and quality of life (*see SS A.8.10, D.8.4; SC G.8.2*)

► **BY THE END OF GRADE 12
STUDENTS WILL:**

- H.12.1 Select appropriate technology in a business environment (*see LA E.12.1*)
- H.12.2 Use the Internet to access business reports and assist in researching and solving problems (*see LA E.12.1; SS A.12.2*)
- H.12.3 Select and use presentation software and electronic media
- H.12.4 Explain and evaluate the effects of new technology on consumers and businesses



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► **MARKETING EDUCATION STUDENTS WILL:**

- H.ME.1 Identify, use, and analyze database and spreadsheet information related to marketing (*see LA E.12.1*)
- H.ME.2 Use presentation software and electronic media for marketing communications and activities (*see LA E.12.1*)
- H.ME.3 Use communication technologies to perform marketing-related activities (*see LA E.12.3*)
- H.ME.4 Discuss the importance of business ethics and practices in the use of marketing and communication technologies (*see LA C.12.3*)
- H.ME.5 Discuss applications of technology appropriate to each marketing function: buying, pricing, selling, promotion, risk management, marketing information management, distribution, finance, product/service planning (*see LA E.12.1*)
- H.ME.6 Develop marketing applications that use technology (*see LA E.12.3*)
- H.ME.7 Discuss and recognize the importance of technologies appropriate to marketing (*see LA 12.3*)

I. ORGANIZATIONAL LEADERSHIP

CONTENT STANDARD

Students in Wisconsin will apply the principles of leadership in school, community, and marketing-related settings.

Rationale: Marketing activities require a working climate that fosters creative thought, high employee morale and motivation, sustained cooperation and participation of diverse individuals, and long-term team effort that involves the participation of persons at all levels of employment. This involves understanding the characteristics of organizational leadership, applying concepts and principles of human resource management, and the application of a variety of leadership behaviors.

PERFORMANCE STANDARDS

► BY THE END OF GRADE 4 STUDENTS WILL:

- 1.4.1 Work effectively with others to complete an assigned task (see SS B.4.9)
- 1.4.2 Describe the importance of communication in business (see LA C.4.1)
- 1.4.3 Listen and follow directions (see LA C.4.2)
- 1.4.4 Use interpersonal skills for group decision-making (see LA C.4.2)
- 1.4.5 Define and give examples of leadership and leadership styles
- 1.4.6 Apply the goal-setting process to individual and team work



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► **BY THE END OF GRADE 8
STUDENTS WILL:**

- I.8.1 Prepare and give oral presentations to individuals and small groups (*see LA C.8.1*)
- I.8.2 Give directions for completing a job task (*see LA C.8.1, C.8.2*)
- I.8.3 Plan and conduct a business meeting (*see LA C.8.2, C.8.3*)
- I.8.4 Analyze a job position for duties, education and experience requirements, advancement potential, and current market value (*see LA A.8.4*)
- I.8.5 Identify and describe the various kinds of leadership and leadership behaviors
- I.8.6 Identify and apply the various roles and responsibilities of a leader within an organization

► **BY THE END OF GRADE 12
STUDENTS WILL:**

- I.12.1 Work effectively in a team situation to plan and complete a major project
- I.12.2 Relate the logic and rationale underlying judgments, decisions, and actions (*see LA A.12.4*)
- I.12.3 Explain the functions of a manager or supervisor
- I.12.4 Distinguish roles and duties of positions within an organization (*see LA A.12.4*)
- I.12.5 Plan and conduct a meeting using parliamentary procedure (*see LA C.12.2, C.12.3*)



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► **MARKETING EDUCATION STUDENTS WILL:**

- I.ME.1 Use leadership behaviors to plan and implement a marketing project or DECA activity
- I.ME.2 Demonstrate supervisory behavior and delegate responsibility and authority in a marketing or DECA activity
- I.ME.3 Develop a personnel policy and plan for a marketing department, enterprise, or DECA Chapter (*see LA B.12.1*)
- I.ME.4 Describe various employee evaluation or appraisal techniques and select one appropriate to a given marketing or DECA activity
- I.ME.5 Design training programs for new and incumbent marketing employees or DECA members (*see LA B.12.1, F.12.1*)

Glossary Of Terms

The functions of marketing are defined as:

Buying. The buying function refers to obtaining goods and services for resale. Concepts include determining buying needs, identifying vendors or suppliers, buying activities, and managing the buying function.

Distribution. The distribution function of marketing refers to physically moving or transferring ownership of a product or service from producer to consumer. Concepts include the distribution decision, the nature of channels and channel members, controlling distribution and coordinating channel relationships, wholesale, retail, and specialists business activities and functions, transportation, bulk packaging, storing, receiving processes, and managing the distribution function.

Financing. The financing function refers to determining the need for and availability of financial resources to fund marketing activities. Concepts include budgeting for financial needs, sources of capital, obtaining business credit, extending credit to consumers and organizations, and managing financial activities.

Marketing-Information Management. The marketing-information management function refers to systematically gathering, analyzing, and distributing information to facilitate marketing decisions. Concepts include the need and uses for marketing information, the systems of marketing-information management, using the scientific method in problem-solving, forecasting, conducting primary and secondary research, analyzing and reporting research, using appropriate technology and managing the marketing-information process.

Pricing. The pricing function refers to determining an exchange price for goods and services at which both buyer and seller perceive optimum value. Concepts include pricing objectives, strategies and techniques, external considerations, determining selling price, adjusting selling price, effects of credit on price, and managing the pricing function.

Product/Service Planning. The product/service planning function refers to developing the product/service mix in response to market opportunities. Concepts include marketing opportunity analysis, new product planning, the components of the product/service mix, quality assurance, grades and standards, warranties and guarantees, position-

ing, evaluating product service performance, and managing the product/service function.

Promotion. The promotion function refers to communicating information about products, services, image, or ideas to influence consumer behavior. Concepts include the communication process, the marketing mix, promotional planning and managing the promotion function.

Risk Management. The risk management function refers to managing marketing activities to minimize potential loss and improve an organization's profitability. Concepts include pure and speculative risk, controllable and uncontrollable factors, insurable and uninsurable risks, security and safety considerations, and managing the variable associated with risk.

Selling. The selling function refers to responding to consumer wants and needs through planned, personalized communication to influence purchase decisions and ensure consumer satisfaction. Concepts include understanding customers, the processes and techniques of selling, the ethics of selling, time and activity planning, product service knowledge, supporting activities, and managing the selling function.

The four broad types of work are defined as:

Human work deals with activities requiring interactions between people. Professions that fall into the predominantly "human" type of work include social work, psychology, teaching, or the medical field.

Invention involves study and experimentation that leads to a new device, method, or process. The work might involve product research, the creation of new and better services, or making scientific discoveries.

Enterprise involves industrious and systematic activities, especially those of large scope and complexity. Enterprise is usually associated with a business organization. Its importance rests in the utilization and development of people, capital, or equipment.

Technology is the application of scientific knowledge, especially in industry and commerce. The focus is on manipulating data, information, or objects. Engineering, biology, and the computer industry are areas in which "technology" may dominate.

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Notes

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